



OFFICE OF PUBLIC INSTRUCTION
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Denise Juneau
Superintendent

March 2009

TO: Authorized Representatives

FROM: Nancy Coopersmith, Assistant Superintendent
Education Services Department

RE: 2009-10 Private/Nonpublic School Participation in Federal Programs

Each public school district that plans to participate in federal programs for the 2009-10 school year, and has private/nonpublic schools within its boundaries, **must complete and return** a copy of the enclosed to the Office of Public Instruction (OPI):

- **Private/Nonpublic School Participation in Federally Funded Programs** summary form; and
- **Opportunity to Participate in Federally Funded Programs by Private/Nonpublic Schools** form, from **only the private/nonpublic schools wishing to participate.**

Return the completed forms by **Wednesday, April 22, 2009**, Attn: Lindy Miller, Private/Nonpublic School Data Specialist, Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501.

The Individuals with Disabilities Education Act (IDEA), as reauthorized in 2004, and the No Child Left Behind Act (NCLB) of 2001, contain strengthened and expanded requirements for consultations with private/nonpublic schools. Enclosed are checklists of the items that must be covered in your consultations. The OPI recommends that you review the checklists and become familiar with the areas that must be covered prior to your consultations. The IDEA and NCLB laws also contain provisions for complaints that private/nonpublic school officials may file if they are not satisfied that meaningful and timely consultations did take place. The consultations must take place before the private/nonpublic schools decide whether to participate or not and must be ongoing if they do participate. Districts must also consult with private/nonpublic schools if the district federal program participation is through a consortium or cooperative.

The roles of the district and county superintendents in the notification process for private/nonpublic schools are outlined in the **Process for Private/Nonpublic Notification of Opportunity to Participate in Federally Funded Programs** enclosure. To assist districts in contacting all private/nonpublic schools, enclosed is a list of private/nonpublic schools within the district boundaries reported as of October 6, 2008, to the county superintendent.

Districts may inform the private/nonpublic schools of their right to participate in federal programs and consult with them in a variety of ways, such as invitations to individual meetings, small or large group meetings, discussion by telephone and mailings with follow-up (registered mail provides documentation that the private/nonpublic school(s) was contacted and did not respond). Whatever the method, the district must consult with each private/nonpublic school and provide them with the enclosed:



- **Private/Nonpublic Schools Federal Program Descriptions**, which include program contacts at the OPI; and
- **Opportunity to Participate in Federally Funded Programs by Private/Nonpublic Schools**, the required private/nonpublic school form, which indicates whether the private/nonpublic school wishes to participate or not participate in each program.

The district must ensure that private/nonpublic schools are aware that the form must be returned to the district office even if a private/nonpublic school does not wish to participate. If the forms are not returned to the district by the date set by the district, the district may assume the private/nonpublic school is not interested in participation and indicate “No Response” on the public district summary form.

Thank you for completing the enclosed forms. The E-Grants System includes a link to “Participating Private/Nonpublic Schools” from the data you provide on the forms. This will assist in the completion of the Equitable Share sections of the NCLB programs within E-Grants.

If you have questions about completing these forms, contact Lindy Miller by telephone at (406) 444-6774 or by e-mail at lindmiller@mt.gov. For questions on a particular program, please contact the specialist or director listed on the bottom of the Federal Program Descriptions form. Thank you for your work to meet the requirements for serving the private/nonpublic students in Montana.

Enclosures



Checklist for Consultations of Non-Special Education Programs

General Items—To ensure timely and meaningful consultation, a local educational agency (LEA) shall consult with appropriate private/nonpublic school officials during the design and development and through the evaluation and ongoing implementation of the district's programs under this part on issues such as:

_____ How the children's needs will be identified;

_____ What services will be offered;

_____ How, where, and by whom the services will be provided;

_____ How the services will be assessed (academically assessed in ESEA Title I, Part A) and how the results of that assessment will be used to improve those services;

_____ The size and scope of the equitable services to be provided to the eligible private/nonpublic school children, and the amount of funds available for those services;

_____ How and when the district will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private/nonpublic school officials on the provision of services through a contract with potential third-party providers; and

_____ How, if the district disagrees with the views of the private/nonpublic school officials on the provision of services through a contract, the LEA will provide in writing to such private/nonpublic school officials an analysis of the reasons why the LEA has chosen not to use a contractor.

_____ **TIMING**—Such consultation shall include meetings of district and private/nonpublic school officials and shall occur before the LEA makes any decision that affects the opportunities of eligible private/nonpublic school children to participate in programs under this part. Such meetings shall continue throughout implementation and assessment of services provided under this section.

_____ **DISCUSSION**—Such consultation shall include a discussion of service delivery mechanisms a local educational agency can use to provide equitable services to eligible private/nonpublic school children.

Additional requirements for those districts receiving ESEA Title I, Part A funding.

_____ For ESEA Title I, Part A only, the method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private/nonpublic schools.

_____ **DOCUMENTATION**—Each LEA shall maintain in the district's records and provide to the state educational agency (SEA) involved a written affirmation signed by officials of each participating private/nonpublic school that the consultation required by this section has occurred. **The required form for the private/ nonpublic school signature will meet this requirement when the district submits the signed forms of the participating private/nonpublic schools attached to the public district summary form.** If private/nonpublic school officials do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation that such consultation has taken place to the SEA. The indication of "NR" for "No Response" will document this on the public district summary form (forms enclosed).



Checklist for Consultations Regarding Special Education and Related Services

Requirements for Consultation under the Individuals with Disabilities Education Act as reauthorized in 2004.

The LEA shall consult with private/nonpublic school representatives and representatives of parents of parentally placed private/nonpublic school children with disabilities during the design and development of special education and related services for the children, regarding:

_____ **Child Find:** How parentally placed private/nonpublic school children suspected of having a disability can participate equitably, including how parents, teachers, and private/nonpublic school officials will be informed of the process;

_____ **Proportionate Share Calculation:** How the proportionate share of IDEA Part B and IDEA Preschool federal funds is calculated, including the amount of the proportionate share funds available for the ensuing school year;

_____ **Consultation Process:** How the consultation process will operate throughout the school year to ensure that parentally placed private/nonpublic school children with disabilities identified through the child find process can meaningfully participate in special education and related services;

_____ **Special Education and Related Services:** How, where, and by whom special education and related services will be provided for parentally placed private/nonpublic school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms, how such services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and

_____ **Disagreement:** How, if the LEA disagrees with the views of the private/nonpublic school officials on the provision of services or the types of services, whether provided directly or through a contract, the LEA shall provide to the private/nonpublic school officials a written explanation of the reasons why the LEA chose not to provide services directly or through a contract.

Documentation Required: Each LEA shall maintain in the district's records and provide to the OPI a written affirmation signed by officials of each participating private/nonpublic school that the consultation regarding special education and related services has occurred. **The required form for the private/nonpublic school signature will meet this requirement when the district submits the signed forms of the participating private/nonpublic schools attached to the public district summary form.** If private/nonpublic school officials do not provide such affirmation within a reasonable time, the LEA shall forward the documentation that such consultation has taken place to the OPI. The indication of "NR" for "No Response" will document this on the district summary form (forms enclosed).

Information on how to calculate the proportionate share is available on the OPI Web site at: www.opi.mt.gov/speced under the heading "Fiscal."





Denise Juneau, Superintendent
Montana Office of Public Instruction
www.opi.mt.gov

2009-2010 Private/Nonpublic School Participation in Federally Funded Programs

Due Date to OPI: Wednesday, April 22, 2009

Return to: Lindy Miller, Private/Nonpublic School Data Specialist, OPI, PO Box 202501, Helena, MT 59620-2501
Project Year: July 1, 2009—June 30, 2010

Federal regulations (EDGAR, 34 CFR Subtitle A, 76.650-76.662) governing private/nonpublic school participation and specific federal statutes governing the programs listed below require public school districts to inform private/nonpublic schools within the district boundaries of their students' rights to participate in a variety of federally funded education programs.

CO	County Name	LE	LE Name
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The private/nonpublic schools listed below are located within this public district's boundaries.

Attach the signed private/nonpublic participation forms for each private/nonpublic school wishing to participate. (A required form is enclosed for district use.)

Retain a copy of this official list of private/nonpublic schools and outcome of consultations for participation.

Nonpub SC	Private/nonpublic School Name	If participating, please check appropriate boxes. Indicate NP for Not Participating; NR for No Response															
		NP	NR	T I A	T I B 1	T I B 3	T I C	T I I A	T I I D	T I I I A	T I V A	T I V B	LS	SF	SE B	SE P	VoEd

List of Federal Programs

T I A ESEA Title I, Part A—Improving the Academic Achievement of the Disadvantaged
T I B 1 ESEA Title I, Part B, Subpart 1—Reading First or Reading Excellence
T I B 3 ESEA Title I, Part B, Subpart 3—Even Start Family Literacy
T I C ESEA Title I, Part C—Migrant Education
T I I A ESEA Title II, Part A—Improving Teacher Quality
T I I D ESEA Title II, Part D—Enhancing Education Through Technology
T I I I A ESEA Title III, Part A—English Language Acquisition for Limited English Proficient and Immigrant Students
T I V A ESEA Title IV, Part A—Safe and Drug-Free Schools and Communities
T I V B ESEA Title IV, Part B—21st Century Community Learning Centers
LS Learn & Serve America
SF School Nutrition Programs
SE B Special Education (IDEA)
SE P Special Education (IDEA) Preschool
VoEd Carl Perkins/Vocational Education

Other Abbreviations

NP Not Participating
NR No Response

Please see reverse side for signature.



All private/nonpublic schools located within the district boundaries were notified and consulted on participation in the federal programs identified in the information provided. **Documentation of notification will be retained in the district office for review if requested by a program specialist or an auditor.**

Signature: _____ Date: _____

(Check appropriate box)

- ☐ District Superintendent
- ☐ Principal (if no District Superintendent)
- ☐ County Superintendent (if no District Superintendent or Principal)



This form must be used by the district to obtain information from private/nonpublic/schools. Private/nonpublic schools must return this form to the local district.

2009-10 Opportunity to Participate in Federally Funded Programs by Private/Nonpublic Schools

Return form to Local School District

This section to be completed by
LOCAL district.

Due date for return to public school district: _____

Name of PUBLIC SCHOOL DISTRICT within which County K-12
the private/nonpublic school is located.

County _____

OPI USE

LE: _____

CO: _____

Check one:

- ☐ Elem
☐ HS
☐ K-12

This section to be completed by official representing the PRIVATE/NONPUBLIC school:

Name of PRIVATE/NONPUBLIC SCHOOL _____

- ☐ Private School
☐ Home School

OPI USE

LE: _____

CO: _____

Address _____

City/State/ZIP _____

Telephone No. _____

For the federal programs for which this district receives funding, or may receive funding, please check each federal program in which this private/nonpublic school wishes to participate in school year 2009-10. Some of the listed programs are competitive or may have limits on eligible districts.

	Yes	No		Yes	No
ESEA Title I, Part A—Improving the Academic Achievement of the Disadvantaged (T I A)	_____	_____	ESEA Title IV, Part B—21st Century Community Learning Centers (T IV B)	_____	_____
ESEA Title I, Part B, Subpart 1—Reading First or the Predecessor Program, Reading Excellence (T I B 1)	_____	_____	Learn & Serve (LS)	_____	_____
ESEA Title I, Part B, Subpart 3—Even Start Family Literacy (T I B 3)	_____	_____	School Nutrition Programs (SF)	_____	_____
ESEA Title I, Part C—Migrant Education Program (T I C)	_____	_____	Special Education IDEA, Part B (SE B)	_____	_____
ESEA Title II, Part A—Improving Teacher Quality(T II A)	_____	_____	Special Education (IDEA)Preschool (child must be age 5) (SE P)	_____	_____
ESEA Title II, Part D—Enhancing Education Through Technology (T II D)	_____	_____	Carl Perkins Vocational Education (Vo Ed)	_____	_____
ESEA Title III, Part A—English Language Acquisition for Limited English Proficient and Immigrant Students (T III A)	_____	_____			
ESEA Title IV, Part A—Safe & Drug-Free Schools and Communities (T IV A)	_____	_____			

All Private/Nonpublic School Officials, please check the appropriate boxes below:

- ☐ 1. This private/nonpublic school does not wish to participate in any of the above listed programs.
- ☐ 2. This private/nonpublic school wishes to participate in the programs checked above. I assure the above public school district that this school will comply with provisions of each federal program in which it participates.
3. This nonpublic school has a student(s) who has been identified by the public school as a student with disabilities under the Individuals with Disabilities Education Act (IDEA). ☐ Yes ☐ No
This private/nonpublic school received the required consultation in a meaningful and timely manner with regard to special education and related services.
Yes ☐ No ☐ If the district receives Title I, Part A funds, please check "Yes" or "No" for consultation received.
4. This private/nonpublic school received the required consultation in a meaningful and timely manner with regard to services from Title I, Part A, if the district receives those funds. Yes ☐ No ☐

Responsible Private/Nonpublic School Official (Must be signed by Private/Nonpublic School Official)

Printed or Typed Name

Signature

Title

Date



PROCESS FOR Home School Notification of Opportunity to Participate in Federally Funded Programs

OVERALL ROLE

District

- has responsibility to consult with all private nonpublic schools concerning participation in all funded programs offered by the local school district (initial and ongoing)

County Superintendent

- may choose to assist districts by consulting with private/nonpublic schools concerning the opportunity to participate

THROUGHOUT YEAR

District

- may give authority to county superintendents who choose to assist with private/nonpublic consultation concerning federal program participation

County Superintendent

- at time of private/nonpublic registration, provides federal program descriptions, notification of opportunity to participate, and meaningful consultation about the programs
- forwards signed notification forms to districts—form indicates whether or not private/nonpublic desires further contact

SPRING

District

- consults with private/nonpublic schools within their boundaries concerning opportunity to participate in federally funded programs
 - district does not need to consult with a private/nonpublic parent if a “Notice of Opportunity to Participate” form is on file indicating the parent does not wish to receive a participation form
 - if county superintendent does not consult with private/nonpublic about federal programs, the district may choose to use the notification form with home school parents during consultation process

County Superintendent



Private/Nonpublic School Federal Program Descriptions

ESEA Title I—Improving the Academic Achievement of the Disadvantaged Part A—Improving Basic Programs Operated by Local Educational Agencies

Title I, Part A of Public Law 107-110, was enacted to provide financial assistance to districts to expand and improve their educational programs to meet the needs of students who are at risk of failing to meet the state's challenging academic standards.

- Title I projects must be designed to provide supplemental services to assist children at the elementary and secondary school levels to achieve the state's challenging academic content standards and challenging student academic achievement standards in reading and math.
- The development of programs, activities and procedures for the involvement of parents of participating public and private/nonpublic school children, including parent input into the planning, design and implementation of the district's Title I project, is required.
- A district is eligible to receive funds based on poverty factors and related criteria established in Public Law 107-110. Grants are awarded to eligible districts as a result of the review and approval of the local application by the OPI.
- Private/nonpublic school students with academic needs who reside in Title I attendance areas may receive equitable services to the extent possible with funds generated by low-income private/nonpublic school students.
- Districts should receive notification from the OPI of their final Title I allocation during the month of May or June, if Congress has appropriated funds for the program on schedule.
- Funds may be used to provide supplementary services to increase the learning levels of low-achieving students in Title I eligible schools.

Private/nonpublic schools: For information regarding participation in ESEA Title I, Part A, please contact your local public school district.

Public school districts: For more information regarding ESEA Title I, Part A, please contact Gwen Smith, administrative assistant, by telephone at (406) 444-5660 or by e-mail at gsmith@mt.gov.

Private/Nonpublic School Federal Program Descriptions

ESEA Title I, Part B, Subpart 1—Reading First

The Reading First program provides a grant to each state to improve early reading instruction for grades K-3 in eligible schools and districts. Programs must be based on scientifically based reading research. Priorities for competitive grants are for low-income schools and those with the highest numbers or percentages of students in kindergarten through grade 3 reading below grade level, based on the most currently available data. Eleven districts were funded in December of 2003, and thirteen districts in spring of 2005. No new grants are currently available.

Private/nonpublic schools: For information regarding participation in ESEA Title I, Part B, Subpart 1, please contact your local public school district.

Public school districts: For more information regarding ESEA Title I, Part B, Subpart 1, please contact Debbie Hunsaker, program director, by telephone at (406) 444-0733 or by e-mail at dhunsaker@mt.gov or Christine Brummer, program assistant, at cbrummer@mt.gov.



Private/Nonpublic School Federal Program Descriptions

ESEA Title I, Part B, Subpart 3—Even Start Family Literacy Program

- To help break the cycle of poverty and illiteracy by improving educational opportunities of the nation's low-income families by integrating early childhood education, adult basic literacy or adult basic education and parenting education into a unified family program.
- To be an eligible entity for an Even Start subgrant an applicant must have a representative(s) from a local school district, and one or more of the following: a nonprofit community-based organization, a public agency other than a school district, an institution of higher education, public and/or a private/nonpublic institution.

Private/nonpublic schools: For information regarding participation in ESEA Title I, Part B, Subpart 3, please contact your local public school district.

Public school districts: For more information regarding ESEA Title I, Part B, Subpart 3, please contact Joan Morris by e-mail, jmorris@mt.gov, or Gwen Smith by telephone at (406) 444-5660 or by e-mail at gsmith@mt.gov.

Private/Nonpublic School Federal Program Descriptions

ESEA Title I, Part C—Migrant Education Program

The Migrant Education program is a federally funded state educational agency-operated program that provides supplemental education and supportive services to eligible migrant children to help them overcome educational disruptions and disadvantages. A child is eligible for services who is younger than 22 and has not graduated from high school or does not hold a GED and has moved with her/his parent or guardian (or by herself/himself in the case of emancipated youth) across international (in the case of Mexico and Canada), state, county or school district boundaries within the preceding 36 months to seek or obtain temporary or seasonal employment in agriculture or fishing work. Subgrants for the Migrant Education Program are based on the number and needs of eligible children located throughout the state. By statute, priority is given to migrant children whose education has been disrupted and/or who are at risk of failure to meet challenging state standards. Districts with eligible migrant children are invited to complete an application, which describes the scope of services to be delivered. Besides supplementary educational services in reading, math, writing and other content areas, migrant funds can be spent on transportation, preschool services, drop-out retrieval, technology instruction and acquisition, English as a Second Language, and other supportive services such as outreach and advocacy.

Private/nonpublic schools: For information regarding participation in ESEA Title I, Part C, please contact your local public school district.

Public school districts: For more information regarding ESEA Title I, Part C, please contact Angela Branz-Spall, state director, by telephone at (406) 444-2423 or by e-mail at angelab@mt.gov or Pat Wade, program assistant, by telephone at (406) 444-2509 or by e-mail at pwade@mt.gov.



Private/Nonpublic School Federal Program Descriptions

ESEA Title II, Part A — Improving Teacher Quality

The purpose of this program is to increase student achievement by improving the effectiveness of teaching.

- All public local educational agencies are eligible to apply. If there are private/nonpublic schools within a district boundary, the local district must include the private/nonpublic school staff in its Title II, Part A, program if the private/nonpublic school staff wishes to participate. The LEAs shall consult with appropriate private/nonpublic school officials during the design, development, and implementation of the district Title II, Part A, program.
- Private/nonpublic schools may only receive professional development services under Title II, Part A.
- Program plans must be based upon scientifically based research. Such plans shall be developed to address the greatest needs of students and staff, with a priority to raise student achievement, particularly of low-performing students. These needs are identified through an assessment of local needs, which include the needs of private/nonpublic school students and staff. Services for private/nonpublic schools must be equitable in comparison to services for district public school teachers and principals.

Private/nonpublic schools: For information regarding participation in ESEA Title II, Part A, please contact your local public school district.

Public school districts: For more information regarding ESEA Title II, Part A, please contact Patricia Johnson by telephone at (406) 444-2736 or by e-mail at patjohnson@mt.gov.

Private/Nonpublic School Federal Program Descriptions

ESEA Title II, Part D—Enhancing Education Through Technology (Ed Tech) Program

The primary goals of the Ed Tech program are to:

- 1) Assist every student regardless of race, ethnicity, income, geographical location, or disability in becoming technologically literate by the end of eighth grade,
- 2) Improve student academic achievement through the use of technology in elementary and secondary schools,
- 3) Assist educators to become technologically literate,
- 4) Effectively integrate technology into curriculum and instruction via high-quality; sustained, job-embedded professional development and curriculum development, and to
- 5) Promote research-based instructional methods that can be widely replicated.

Equitable participation of nonpublic school students and personnel applies to this program. (See ESEA Section 9501 (b)(1).

The LEAs and eligible local entities must engage in timely and meaningful consultation with appropriate nonpublic school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. Therefore, for both Ed Tech formula and competitive awards, the consultation should begin during the development of the local grant proposals.

Private/nonpublic Schools: For information regarding participation in the enhancing Education Through Technology (Ed Tec) Program contact the local public school district.

Public school districts: For more information regarding Enhancing Education Through Technology (Ed Tech) Program contact Michael Hall at (406) 444-4422 or e-mail mhall@state.mt.us.

Private/Nonpublic School Federal Program Descriptions

ESEA Title III—English Language Acquisition for Limited English Proficient (LEP) and Immigrant Students

The purpose of the program is to help ensure that LEP students become proficient in English and attain state standards.

- Funding for school districts will be allotted on a formula basis according to the number of LEP and immigrant students in the district, not less than \$10,000 per LEA or consortium.
- Supports supplemental language instruction programs and professional development.
- Administration costs are limited to two percent at the LEA level.
- Accountability:
 - 1• Demonstrated improvements in English proficiency.
 - 2• Annual assessments for LEP students.
 - 3• LEAs assure consultation and parental notification.

Private/nonpublic schools: For information regarding participation in ESEA Title III, please contact your local public school district.

Public school districts: For more information regarding ESEA Title III, please contact Lynn Hinch at (406) 444-3482 or by e-mail at lhinch@mt.gov or Joan Franke at (406) 444-3694 or by e-mail at jfranke@mt.gov

Private/Nonpublic School Federal Program Descriptions

ESEA Title IV, Part A—Safe and Drug-Free Schools and Communities (SDFSC)

- The SDFSC program (Title IV, Part A of ESEA) is designed to support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with federal, state, school and community efforts to foster a safe and drug-free learning environment that supports student academic achievement.
- The SDFSC program authorizes drug and alcohol prevention education, violence prevention education, professional development for school staff, parents and community members, activities that serve to improve or enhance the comprehensive safety of the school environment, limited expenses for security measures and identification and intervention services for certain at-risk populations or situations.
- Private/nonpublic schools may participate through the public school; private/nonpublic schools cannot apply for funds directly.

Private/nonpublic schools: For information regarding participation in ESEA Title IV, Part A, please contact your local public school district.

Public school districts: For more information regarding ESEA Title IV, Part A, please contact Karin Billings by telephone at (406) 444-3000 or by e-mail at kbillings@mt.gov.



Private/Nonpublic School Federal Program Descriptions

ESEA Title IV, Part B—21st Century Community Learning Centers

- The 21st Century Community Learning Center funds provide opportunities for academic enrichment during before-school, after-school and summer hours in a community learning center environment. Services must reinforce and complement regular academic programs and offer literacy and educational development to families.
- Projects must offer students a broad array of additional services and activities such as youth development, drug and violence prevention, counseling, art, music and recreation, technology education and character education. Families must be offered opportunities for literacy and related educational development. Programs must conform to the principles of effectiveness.
- Funds are accessed through a competitive grant program administered through the OPI. Grants are awarded for up to five years, with annual reapplication required.
- Eligible applicants for the 21st Century Community Learning Center grant program include public schools, community-based organizations, other public or private/nonpublic entities or a consortium of two or more of such agencies or entities. Award priority is given to eligible entities that serve a high percentage of students from low-income families.

Private/nonpublic schools: For information regarding participation in ESEA Title IV, Part B, please contact your local public school district.

Public school districts: For more information regarding ESEA Title IV, Part B, please contact Karin Billings by telephone at (406) 444-3000 or by e-mail at kbillings@mt.gov or Sandi Smith by telephone at (406) 444-3519 or by e-mail at sandismith@mt.gov.

Private/Nonpublic School Federal Program Descriptions

Learn and Serve America

- The K-12 Learn and Serve program funds activities engage students in community service linked to educational goals. Service-learning addresses community needs while developing students' academic skills and the habits of responsible citizenship. Service-learning results in a lifelong habit of service to others by building students' civic skills, knowledge, behaviors and attitudes, as well as improving academic skills; developing strong partnerships between schools and organizations in their surrounding community; and meeting compelling community needs.
- Federal law requires that school districts provide opportunities for students enrolled in private/nonprofit schools (private/nonpublic) to participate in service-learning activities and that the teachers of those students be offered training in service-learning, based upon the number of students enrolled in private/nonprofit schools (private/nonpublic) in the district. Therefore, if 5 percent of the students in the district are in private schools (private/nonpublic), then roughly 5 percent of the students participating in service-learning should be private school (private/nonpublic) students, and provision should be made for the training of the teachers of such schools. Plans to comply with this requirement to create partnerships between public and private/nonprofit (private/nonpublic) for service-learning must be described.
- Only school districts are eligible to apply for Learn and Serve Montana grants.

Private/nonpublic schools: For information regarding participation in Learn and Serve Montana grants, please contact your local public school district.

Public school districts: For more information regarding Learn and Serve Montana grants, please contact Mary Ellen Earnhardt by telephone

Private/Nonpublic School Federal Program Descriptions

School Nutrition Programs

School Nutrition Programs, within the Division of Health Enhancement and Safety, administer the School Nutrition Programs of the U.S. Department of Agriculture. The programs are: National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Special Milk Program, Summer Food Service Program, USDA Donated Food Program, including the Department of Defense Fresh Fruit and Vegetable Program, and the Team Nutrition Training Program. It also administers the OPI Cooperative Purchase Program to allow small schools to take advantage of 25-40 percent cost savings through bulk purchasing of high-quality nutritious foods. School Nutrition Programs works with schools and communities to provide children with access to healthful meals and snacks that nourish their minds and bodies and school nutrition environments that encourage healthful lifestyles. A private/nonpublic nonprofit school may make written application to the OPI to operate the School Nutrition Programs. The private/nonpublic nonprofit school must submit a signed agreement, common assurances and free and reduced-price policy statement to affirm that it will administer the programs according to the provisions of those documents. A private/nonpublic nonprofit school is also required to submit documentation from the Internal Revenue Service stating that it has tax-exempt status under section 501(c)(3) of the Internal Revenue Code of 1954.

Private/nonpublic schools: For information regarding participation in School Nutrition Programs, please contact your local public school district.

Public school districts: For more information regarding School Nutrition Programs, please contact Christine Emerson by telephone at (406) 444-2502 or by e-mail at cemerson@mt.gov.

Private/Nonpublic School Federal Program Descriptions

Individuals with Disabilities Education Act (IDEA)

Individuals with Disabilities Education Act (IDEA) funds are for the purpose of providing special education and related services to children with disabilities, beginning at age 3, who have been identified as eligible under the requirements of IDEA and state administrative rules. The public school district in which a student lives is required to provide free appropriate public education (FAPE) to the child with disabilities. However, if a parent enrolls the child in a private/nonpublic elementary or secondary school, the district in which the private/nonpublic elementary or secondary school is located is only obligated to conduct child find services and those special education and related services it has determined it will provide in accord with the requirements of 34 CFR 300.130-144

SPECIAL EDUCATION AND RELATED SERVICES FOR STUDENTS WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE/NONPUBLIC SCHOOLS

In accord with the requirements under IDEA 2004, the public school must consult with private/nonpublic school representatives and representatives of parents of parentally placed private/nonpublic school children with disabilities who attend private/nonpublic elementary or secondary schools within its district's boundaries. The public school district is obligated to:

- Implement a child find process for the purpose of determining whether a student suspected of a disability has a disability as defined under IDEA and state administrative rules.
- Calculate a proportionate share of its IDEA Part B funds for the purpose of providing special education and related services to IDEA-eligible parentally enrolled private/nonpublic elementary or secondary school students within its district's boundaries. The proportionate share calculation is based on the district's December 1 child count of IDEA-eligible private/nonpublic students.
- Provide special education and related services to IDEA-eligible private/nonpublic school children in accord with a Services Plan, based on the proportionate share of IDEA funds available and the services determined to be provided by the public school following its consultations with private/nonpublic school representatives.

Private/nonpublic schools: For information regarding participation in IDEA, please contact your local public school district.

Public school districts: For more information regarding IDEA, please contact the Division of Special Education by telephone at (406) 444-5661.

Private/Nonpublic School Federal Program Descriptions

The Carl D. Perkins Career and Technical Act of 2006

This program provides funding to assist high schools in paying the additional costs of approved career and technical education programs. Career and Technical Education (CTE) programs eligible for CTE funding include: agriculture education; health occupations education; business education; family and consumer sciences education; industrial/ technology education; and marketing education. Programs must be taught by instructors endorsed in the respective curricular area.

The CTE is an organized instructional program that provides integrated academic and technical curriculum to prepare secondary/postsecondary students for employment, continuing education and a career.

- Title I, known as the basic grant, requires that 85 percent of the total funds be allocated by formula to LEAs and postsecondary vocational schools.
- Private/nonpublic schools may participate through a public school; private/nonpublic schools cannot apply for funds directly.

Private/Nonpublic schools: For information regarding participation in the Federal Career and Technical Education Programs, please contact your local public school district.

Public school districts: For more information regarding CTE programs, please contact Diana Fiedler, accountability specialist, by telephone at (406) 444-9019 or by e-mail at dfiedler@mt.gov